

INSPECTION REPORT

HOLY TRINITY CHURCH OF ENGLAND (VA) FIRST SCHOOL

Berwick-upon-Tweed

LEA area: Northumberland

Unique reference number: 122282

Headteacher: Mr D G Wilson

Lead inspector: Mr S Bywater

Dates of inspection: 6th – 8th December 2004

Inspection number: 267056

Inspection carried out under section 10 of the School Inspections Act 1996

Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Voluntary aided
Age range of pupils: 3 – 9
Gender of pupils: Mixed
Number on roll: 154 (147 full time equivalent)

School address: Bell Tower Place
Berwick-upon-Tweed
Northumberland
Postcode: TD15 1NB

Telephone number: 01289 306142
Fax number: 01289 303558

Appropriate authority: Governing body
Name of chair of Lady Z Hill
governors:

Date of previous 17th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This Voluntary Aided Church of England First School is situated on the edge of the town of Berwick-upon-Tweed. It is a smaller than average sized primary school which admits children between the ages of three and nine. The school provides education for pupils with hearing impairment for the north of Northumberland. There are currently 151 full-time equivalent pupils (161 in total); at the time of the inspection there were 21 children attending part-time in the nursery. There are no pupils from minority ethnic groups and no pupil is described as being at an early stage of language acquisition. The proportion of pupils known to be entitled to free school meals is two per cent, which is below the national average. However, this is a mixed social intake and over 50 per cent of pupils are from outside the catchment area. Attainment on entry to the school is best described as average, although the full range of attainment is represented. The proportion of pupils identified as having special educational needs is below the national average. Three pupils have a statement of special educational need, which recognises their hearing impairment and one other has a statement for learning difficulties. Fourteen other pupils have various needs which include learning difficulties and social, emotional and behavioural problems. The school holds the Basic Skills Quality Mark Award, Healthy Schools' Award and ECO awards and has also received School Achievement Awards in recognition of continued high standards.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|---|
| 18463 | Steve Bywater | Lead inspector | Mathematics, information and communication technology, music, physical education, personal, social and health education and citizenship |
| 11468 | Judith Menes | Lay inspector | |
| 27591 | Madeline Campbell | Team inspector | English, geography, history and special educational needs |
| 30823 | Brenda Clarke | Team inspector | Foundation Stage, science, art and design and design and technology |
| 16722 | Noreen Buckingham | Team inspector | The Hearing Impaired Unit |

The inspection contractor was:

peakschoolhaus
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *'Complaining about Ofsted Inspections'*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | 9 |
| STANDARDS ACHIEVED BY PUPILS | |
| Standards achieved in areas of learning and subjects | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 17 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | 19 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 31 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with a number of outstanding and excellent features.

Very good and often excellent teaching ensures that pupils achieve very well and standards are well above average by the time pupils leave school. A very good curriculum motivates pupils very well. Children have excellent attitudes to school and their behaviour is outstanding. Relationships are excellent. This is a very caring school which has extremely good relationships with parents and the community. Leadership and management are very good and the school provides excellent value for money.

The school's main strengths and weaknesses are:

- There is a significant proportion of very high quality teaching
- Overall, pupils achieve very well in all subjects
- The provision and teaching for hearing impaired pupils are very good
- In Years 1 to 4, an outstanding curriculum for pupils promotes pupils' personal development exceptionally well. The school celebrates local culture and also promotes pupils' knowledge and understanding of other cultures very well.
- Parents are justifiably very satisfied with the education, care and support that their children receive
- The headteacher and deputy headteacher provide very high quality leadership
- The teaching of early reading and writing skills in nursery and reception classes needs to be taught more consistently.
- The significant teaching commitment of the headteacher results in few formal opportunities to monitor and evaluate the quality of teaching and learning.

The school has developed very well since the last inspection. High standards have been maintained and the quality of teaching is even better than it was at the time of the last inspection. Improvements have been made to the outdoor provision in the Foundation Stage¹, a computer suite has been created and the development plan now provides a clear picture for development beyond the current year.

STANDARDS ACHIEVED

Pupils achieve very well overall. Children enter the school with standards best described as average for their age. By the end of the Foundation Stage children achieve standards which are above average for their age. The results in the table below relate to the pupils in Year 2 who took the tests last year. The information shows that standards in reading, writing and mathematics are regularly well above the national average.

Year 2 results

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world, physical development and creative development.

| | | | | |
|-------------|---|---|---|---|
| reading | A | A | A | B |
| writing | A | A | A | A |
| mathematics | A | A | A | A |

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Inspection evidence supports the view that standards in reading, writing, mathematics, science and information and communication technology (ICT) are above expectations in Year 2 this year, rather than well above average, because there are more pupils with learning difficulties and fewer higher attainers than last year. However, by the time the pupils leave the school standards in English, mathematics, science, history and ICT are well above national expectations. There was insufficient opportunity to make a judgement about standards in other subjects although some very high quality work was seen in many of them.

There is a delightful 'family' ethos, where pupils are valued. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are excellent.** They display a clear sense of belonging to their school, with excellent behaviour and attitudes. The school promotes excellent relationships. Attendance is well above the national average and most pupils are punctual to school.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching and learning are very good and the curriculum is very good overall with many excellent features. Care and support are very good as are the links with parents and the community.

There is high quality teaching throughout most of the school. Good quality teaching ensures children get off to a good start in the Foundation Stage. However, there are areas to develop in the teaching of reading and writing, especially in the teaching of letter sounds and also in providing more individual opportunities for children to write. Teachers in Years 1 to 4 prepare exciting lessons. Pupils respond by concentrating very well and being very interested in their work. Teachers share excellent relationships with pupils. Teachers interlink subjects very well and increasingly use ICT effectively as a tool for teaching. Very good assessment enables teachers to track pupils' attainment and set challenging work as they move through the school. Pupils with special educational needs and those with hearing impairment are taught very well and are fully included in all lessons. They are helped very efficiently by high quality support staff and the use of precise individual education plans.

Although children in the Foundation Stage have a good curriculum, pupils in Years 1 to 4 have an excellent, vibrant and exciting curriculum which motivates them very well. Pupils' learning is greatly enriched by a wealth of interesting artefacts, activities, clubs, visits and visitors to the school. Pupils with special educational needs have very thorough and specific individual learning plans and the programme of support by teaching assistants is managed very well. Provision for personal, social and health education is excellent and reflects the strong ethos of care in the school.

The leadership and management of the school are very good overall. The leadership of the headteacher, supported by a talented deputy headteacher, is very good. The leadership of key staff is good. Together with the talented staff team, the headteacher and deputy share an excellent vision, sense of purpose and high aspirations to ensure that the school develops and improves. Elements such as self-evaluation, monitoring of

performance data and continuing professional development of staff are very good. The work of the governing body is good and governors take an active interest in the school, ensuring that all legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents agree that the school provides well for their children. Parents express unanimous views that the school is very caring towards their children and children are happy. Pupils are very enthusiastic and love coming to school. They think very highly of the school and speak enthusiastically about their teachers and their experiences.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Develop a consistent approach to the teaching of reading and writing in the nursery and reception classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the school with standards which match those normally expected for their age. Overall, pupils achieve very well. Pupils with special educational needs, including those with hearing impairment, also achieve very well as they progress through the school. In Year 2, pupils attain standards which are generally above expectations but by Year 4, standards are generally well above expectations.

Main strengths and weaknesses

- Overall pupils achieve well in the Foundation Stage because the quality of teaching and learning is good.
- Pupils achieve very well overall.
- Pupils with learning difficulties, and those with hearing impairment, are very well supported and achieve very well.

Commentary

1. Attainment on entry to the nursery is broadly average although a significant minority of children experience difficulty in taking turns and sharing. As a result of the consistently good teaching in the nursery and very good teaching in the reception class, children make good progress and achieve well. Almost all are on course to achieve, and many exceed, the expected standards by the end of the reception year in all areas of learning, excepting reading and writing which are more in line with expectations. The reasons for this are:
 - there is no agreed whole-Foundation Stage approach to the teaching of letter sounds;
 - writing opportunities are organised as class activities and not sufficiently tailored to the needs of individual children, limiting the progress made at these times.
2. The table below shows the results of national tests and assessments and indicates that the performance of the pupils at age seven in reading, writing, mathematics and science is well above the national average. Taking the three years 2002 to 2004 together, the figures show that the performance of the pupils in reading, writing and mathematics is well above the national median. When looking at these results in comparison with the performance of pupils in similar schools, standards in writing and mathematics are well above, and in reading above average. The trend in improvements over the past four years is broadly in line with the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.5 (17.6) | 15.8 (15.7) |
| writing | 16.7 (17.3) | 14.6 (14.6) |

| | | |
|-------------|-------------|-------------|
| mathematics | 18.0 (18.0) | 16.2 (16.3) |
|-------------|-------------|-------------|

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence supports the view that pupils throughout the school achieve very well in most lessons. Pupils achieve well in Years 1 and 2 and very well in Years 3 and 4. Standards in speaking and listening, reading, writing and mathematics are above expectations in Year 2 and well above expectations in Year 4. Achievement is also very good in science and standards are above expectations in Year 2 and well above expectations in Year 4. Achievement is very good in ICT and standards in ICT are well above expectations in Year 2 and Year 4. Pupils use their skills impressively to support learning in other subjects. Too little evidence is available to judge standards in any other subjects.
4. Most pupils with special educational needs achieve as well as other pupils. The skilful planning and focused additional support enable pupils to make considerable progress and, in many cases, achieve the levels expected for pupils of their age by the end of Years 2 and 4.
5. Pupils with a hearing impairment achieve as well as their hearing peers and the most able attain standards at least as good as national averages and sometimes better. The reasons for this are the very good support from the teacher in the resource base for hearing impaired children and similar support from the special support assistants, coupled with good teaching in lessons. These have a positive impact on pupils' abilities to learn. The philosophy of encouraging pupils with a hearing impairment to develop and use the spoken word, rather than sign language, plays a major role in their ability to communicate with their friends and adults within the school. The acquisition of language is seen as crucial in preparing them for life in the adult world and much effort is put into developing their listening skills and in helping them to learn how to make themselves understood. When the foundations of language acquisition are established, pupils' reading and writing development is enhanced.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are excellent. Attendance and punctuality are very good. Pupils' personal development is excellent.

Main strengths and weaknesses

- Pupils are enthusiastic learners and take a lively interest in all activities; this makes a very positive contribution to their achievement and progress.
- A very strong caring ethos underpins the excellent relationships that pupils have with each other, as well as with all adults in school.
- Behaviour in the classroom, playground and around school is excellent because pupils know this is expected of them.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent.
- Pupils are very happy to attend school and so attendance levels are high.

Commentary

Attendance in the latest complete reporting year %

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.8 | School data | 0.0 |
| National data | 5.1 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

6. Attendance at the school remains well above the national average and pupils arrive at school on time, ensuring a prompt start to the school day.
7. Pupils enjoy coming to school because the lessons are interesting and the teachers are caring. Teachers are friendly and excellent role models for the pupils to follow. In the classroom, pupils concentrate hard, work enthusiastically and learn very well. Pupils of all abilities, including those with special educational needs, have excellent attitudes to learning which link directly to the progress they make. Pupils' attitudes to work and behaviour are even better than they were at the last inspection.
8. The school values the contribution that each pupil makes to the school. Opinions are valued; pupils feel secure and are very appreciative of the warm and supportive atmosphere. The school is also keen for pupils to develop close bonds with one another and look out for each other in and out of the classroom. Older pupils look after reception children in the playground and act as their 'buddies'. Therefore, all pupils work purposefully and generously with all the pupils in their class. Their enthusiastic participation in lessons and all the school's activities indicates how eagerly pupils respond. Excellent behaviour is second nature and politeness is the norm. Pupils listen intently to one another in class, move around school responsibly and are conscious of how they are viewed and copied by younger pupils. There have been no exclusions for many years.
9. Positive attitudes towards school and lessons are very evident when pupils with a hearing impairment are working in class. Because of the school's commitment to inclusion, these pupils are very well integrated in all activities and behavioural expectations are the same for them as for other pupils. Relationships between pupils are very good and during playtimes and lunchtimes they join with their hearing friends and develop friendships of their own choice; these support their personal and social skills very well. Such is their confidence that one pupil with a hearing impairment has a lead speaking role in the forthcoming school play.
10. The school has an uplifting ethos. Pupils learn considerable respect for others, as well as for themselves. Pupils are encouraged to reflect on a variety of issues. In philosophy lessons, where pupils are encouraged to develop a breadth of thinking, pupils look at abstract photographs to stimulate conversation as pupils consider what they might mean. In collective worship, the 'Eco council' reports on their re-cycling project and an outside speaker celebrates their success within the community. Pupils' social development is further promoted as Year 4 pupils look after the younger children in school. This is very much appreciated by parents and pupils alike. Such moves enable pupils to recognise that they can make a difference in the school. An awareness of music, drama and culture is nurtured by exciting history lessons in a 'Viking longhouse' and a musical about a Viking warrior. The school is aware that it

serves a mainly white area and it celebrates local culture very well. However, it also takes every opportunity to promote pupils' awareness of other cultures, especially through geography topics, such as those on Mexico and India.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good overall. Teaching and learning are very good and the school provides a very good curriculum. Assessment is very good. The quality of care, support and guidance is very good and there are very good links with parents and the community.

Teaching and learning

The overall quality of teaching is very good. As a consequence, the quality of learning is very good. Assessment is very good.

Main strengths and weaknesses

- Teachers' planning is good.
- Teachers' subject knowledge is secure and the use of very good resources results in very good learning in several subjects.
- Teachers have excellent relationships with their pupils and high expectations of work and behaviour.
- Literacy, numeracy and ICT skills are taught well and used to support learning in other subjects.
- Teachers use adult support very effectively so that all pupils, especially those with special educational needs, are taught well.
- The teaching of pupils who are hearing impaired is very good.
- Assessment is very good.

Commentary

Summary of teaching observed during the inspection in 28 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 7 | 9 | 9 | 3 | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. Throughout the school, most teachers plan and prepare very interesting and inspiring lessons. Teachers' planning shows what is to be taught and learnt. This is shared with pupils at the start of lessons and helps the teacher and pupils to remain focused on their learning. As a result, pupils cover good ground in the lessons and develop their knowledge skills and understanding well.
12. A great strength of the teaching is the excellent relationships that exist between staff and pupils. This is the main reason why teachers manage pupils' behaviour so effectively. Another reason is the high expectation of good behaviour that is ever-present in the school. This emanates from clear expectations of how pupils are to behave, generated by all the staff. For example, in an excellent lesson in Year 3, pupils responded with great keenness to the deep level of questioning and were thrilled by the demonstrations of the effects of gravity. The demonstrations and explanations were very clear and very secure; they were indicative of very good teaching of basic skills in order to develop pupils' skills and understanding. There is a real mutual respect. Pupils' behaviour is impeccable and so no time is wasted and pupils complete a lot of work.
13. Teachers have secure subject knowledge and all subjects are taught with flair. Teachers use a mixture of whole-class teaching, group and individual work and involve practical, investigative and problem-solving activities to motivate pupils. This was seen to great effect during pupils' workshops and various activities supporting their study of the Vikings. Time and resources are used very efficiently and the use of drama and music is exceptional and used to bring pleasure to pupils' learning. In English lessons, teachers use challenging, well-chosen whole-class texts to interest and involve pupils. In well-structured numeracy lessons the teachers ensure that pupils are clearly focused and interactive as they concentrate on finding methods and strategies to solve problems. The mental mathematics sessions are brisk and pupils show high levels of interest, with a keenness to achieve at speed. Final sessions of lessons are very effectively used to reinforce the learning objectives and evaluate pupils' progress. Literacy and numeracy skills are taught well throughout the other subjects. Teachers continually search for opportunities for pupils to use ICT, for example in creating multimedia presentations in their history or in researching a variety of subjects using the Internet and a variety of programs.
14. Teachers use the results of the assessment of pupils very effectively to match work to pupils' varying needs. This is very evident in the work set for all pupils, including those with special educational needs. The marking of pupils' work is effective and the feedback to pupils, spoken and written, enables pupils to improve their performance. Assessment procedures for pupils with a hearing impairment are very thorough and the resulting information is used very effectively to devise individual programmes of study to move the pupils on in terms of both the development of spoken language and

basic literacy and numeracy skills. These detailed programmes are reviewed termly and the weekly planning for individual sessions is equally detailed and dovetails into whole-class lesson content very well so pupils are being very well prepared and are in a good position to succeed. Pupils are also involved with the resource base teacher in setting their own targets for improvement and objectives are set for every withdrawal session which are discussed at the end so that the pupil knows what he/she has achieved.

15. Pupils' learning is very good because of the very good quality of teaching. They respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in most lessons. Pupils adjust well to the demands of working in different situations, select appropriate methods for doing something and organise effectively the resources they need. They have a good knowledge of their own learning and are clear about their own targets for improvement. Pupils are very confident and alert to ask questions, and persevere with their work when answers are not readily available. Where appropriate, pupils readily help one another.
16. Teaching assistants work very well with teachers to support learning. They are especially effective when working with individual pupils or with small groups. They are very sensitive and careful in their guidance, yet insistent on full concentration and maximum effort from the pupils. Teaching assistants are instrumental in helping pupils with special educational needs achieve very well. Teachers plan very suitable work for these pupils, linked closely to their individual learning plans, and teaching assistants provide the necessary support for effective learning. Special support assistants are assigned to hearing impaired pupils. They make notes during the lesson which are discussed with the resource base manager who makes suggestions for tackling any problem. This immediate intervention is very effective in enabling pupils to learn and make progress whilst at the same time increasing their confidence to succeed. In addition pupils are encouraged to 'have a go' themselves before relying on support, with the aim of becoming independent learners.
17. Teaching in the resource base for hearing impaired pupils is characterised by very good relationships and very good understanding of pupils' specific needs and of how they learn. The teacher uses a range of strategies to support pupils' understanding of language, sometimes repeating or rephrasing key vocabulary, reinforcing the content by using visual clues alongside speech and written words and checking comprehension regularly as specific details may have been missed or misinterpreted. This very good quality teaching means that pupils learn very well. The very nature of some lessons means that they have to concentrate very hard using their listening and lip reading skills as well as they can so that they do not miss important concepts; this underlines their determination to achieve as well as they can. A particular strength of teaching is that all teachers have the same high expectations of pupils with a hearing impairment as they have of all pupils and this motivates them to learn.

The curriculum

Overall the curriculum is very good and enriched by a very good range of extra-curricular and other activities. There is very good provision for pupils with special educational needs. The accommodation and resources are very good.

Main strengths and weaknesses

- The school provides an excellent, exciting and colourful curriculum.
- There is a very wide range of extra-curricular activities, visitors to school and educational visits, which enriches the curriculum very well and contributes to pupils' learning and personal development.
- The curriculum in the Foundation Stage is good but lacks the vibrancy and richness of that in the rest of the school.
- There is excellent access and opportunity for all pupils and teaching assistants are used well to support pupils' learning, including those with special educational needs.
- Provision for personal, social and health education is excellent and reflects the very strong caring ethos which pervades all aspects of school life.

Commentary

18. The infant and junior classes have a broad, colourful and exciting curriculum that enthuses pupils and makes them want to learn. Whether it is making a nose that lights up for Rudolph, digging for Viking artefacts or listening to a Viking saga in a longhouse, pupils are motivated to really enjoy coming to school to learn. As well as providing all subjects of the National Curriculum, including religious education, the curriculum in this part of school is enriched by additional areas of study, such as philosophy. The Foundation Stage curriculum is not as creative or challenging as that in the rest of the school.
19. The curriculum is made accessible to pupils with a hearing impairment by way of positive additional support in the classroom and very good support from staff in the resource base. They work very well with pupils and teachers to ensure that the classroom environment is the best it can be for these pupils who spend most of their time within the mainstream classes. They have access to all activities and withdrawal sessions are very well organised so that important areas of the curriculum are not missed.
20. Pupils' learning is greatly enriched by a wealth of clubs, visits and visitors to the school. As well as after-school sporting activities, Scottish dancing is extremely popular with staff and pupils, and many of the boys change into highland dress for the activity. Pupils greatly value these activities and the time that teachers and other adults willingly give. Visits are always tightly linked to learning, whether it is on a 'Materials Walk' in the Foundation Stage, visiting a local supermarket to study packaging for design and technology or visiting York to enrich and bring alive the older pupils' study of the Vikings. All such experiences are major factors in motivating pupils to achieve. There are also many sporting fixtures with local schools, in which the school does very well.
21. The school is excellent in ensuring that all pupils benefit equally from the curriculum. As an example, thinking skills lessons in Years 2 and 4 gave opportunities for pupils to make and justify choices, for example in their choice of playground equipment. Such activities contribute to the development of all pupils' speaking and listening skills, as well as to their personal development. Pupils with special educational needs have very thorough and specific individual learning plans and the programme of support by teaching assistants is managed very well. This provision is very good.

22. Provision for personal, social and health education is excellent and reflects the strong ethos of care in the school. For example, the school has an Eco council which works hard to emphasise the need for re-cycling and there is a re-cycling centre within school. Pupils' knowledge and understanding of drugs education and sex education are reinforced by visits from the 'Health Action' bus; the school has been awarded a Healthy Schools' Award and personal, social and health education lessons are used to develop the pupils' attitudes towards relationships and caring for others.
23. The buildings and classrooms are well maintained with many displays of pupils' work and artefacts. Most classrooms are spacious and used very effectively to provide stimulating lessons with access to a wide range of visual resources. There is now a good range of resources in the outdoor play area for Foundation Stage children, an improvement since the last inspection. The resource base is a bright room and has a welcoming atmosphere which, when coupled with supportive staff, results in a very pleasant environment in which pupils are happy to learn.

Care, guidance and support

The school provides very well for the care and health and safety of pupils. Pupils receive very good support and guidance and there are very good opportunities for pupils to be involved in the work of the school.

Main strengths and weaknesses

- All staff have excellent relationships with pupils which promote trust and respect.
- There is a very strong ethos of care for pupils in all aspects of school life.
- Teachers provide very good support and guidance to enable pupils to reach their full potential.
- Pupils are encouraged to be actively involved in the work of the school.

Commentary

24. The care and support that staff provide for pupils make an important contribution to their welfare, learning and personal development. The school takes great care to ensure pupils' health and safety at all times. This is a genuine care which underpins all that happens in school. An incident that typifies this is the treatment of a pupil who was on her own in the playground one morning; she was brought in and asked to water the plants, thus ensuring she was safe and happy. The building and equipment are monitored regularly for hazards, supervision is good and there are appropriate and well-understood procedures for accidents and educational visits. Children are introduced sensitively into nursery and reception. Older pupils are paired with reception children when they start school in order to take care of them and help them to gain confidence and feel at home. This works very well and the care of small children by older ones was very evident during the inspection. Pupils feel secure in school so they can relax and enjoy their studies and other activities. They know and trust their teachers and readily turn to them for help. The school helps children understand how to take care of themselves and others, for example through the teaching of first aid, road safety and a healthy diet.
25. Pupils with special educational needs are thoroughly integrated into school life. Procedures are in place to ensure that all pupils who need support are identified as

soon as possible after they enter Holy Trinity. There are good formal and informal links with parents of pupils who have special educational needs.

26. Pupils with a hearing impairment are given very good quality support from staff in the resource base and another special learning support assistant. Because all staff have been given training in hearing impairments, pupils also benefit from this in the classroom. Pupils drop in to the resource base every morning to have their aids checked and sometimes have a short session with the teacher to rehearse any key vocabulary which will be used in lessons so that they recognise words, understand their meaning and the context in which they will appear.
27. Teachers know pupils very well and use this knowledge to provide very effective support for pupils' welfare and personal development. Teachers provide opportunities for pupils to think about their own strengths and weaknesses and what they need to do to improve. They encourage pupils to do better. Rewards are given for specific achievements which are explained to pupils so that they can build on their success. Teachers show pupils that they can succeed, and that their efforts are respected, through the careful and creative display of their work and opportunities to participate in high quality performances. Younger pupils are encouraged to believe that they will be able to do as well in their turn. This raises their aspirations and helps them to gain in confidence.
28. Pupils have opportunities to make a worthwhile contribution to the life of the school through the school council, for example the proposal to provide a 'buddy bench' for the playground. All pupils can make suggestions for items to be considered through a suggestion box. The Eco council involves pupils in implementing recycling projects in the school, and encourages them to think constructively about how things could be improved and what they can do about it.

Partnership with parents, other schools and the community

The school has developed very effective links with parents, other schools and the wider community.

Main strengths and weaknesses

- The school provides very good information to parents to enable them to support their children's work at home.
- Parents are very pleased with the school and support it well.
- The school makes parents feel welcome so that they can approach teachers with queries or concerns.
- Varied and extensive links with the community support pupils' learning and personal development.

Commentary

29. Parents are very pleased with the school and the education and care that their children receive. The school welcomes them as partners in their children's education and invites them into school regularly to assemblies and other activities. Teachers are approachable and willing to answer questions and discuss the children's learning and welfare. The school provides parents with good information on children's progress through written reports and meetings with teachers, including a half-yearly interim report which is a helpful addition to the practice in most primary schools.

30. The school invites parents to meetings before and after their children join reception, to inform them about the school, the curriculum, how children learn and how best to help them at home. This is followed up with further meetings and workshops as the children move up the school. Class teachers provide a termly information sheet to tell parents about the timetable and what pupils will be learning for that period. In addition, parents receive very good information about the homework that their children are expected to do, and the opportunity to see their progress in the work books that the children take home.
31. Many parents of pupils who have special educational needs value the commitment of the staff to care for their children. Parents and pupils are fully involved in the review processes for special educational needs.
32. Parents of pupils who are hearing impaired are very pleased with the provision for their children and have confidence in the staff in the resource base who give them a high level of support. A range of specific information booklets is available and parents value the home/school book which tells them what has been happening during the day and this maintains the positive link between school and home. Prior to the annual review, these parents have the opportunity to consider their child's report so that they are well prepared for a wider discussion.
33. Parents support the school with enthusiasm. They enjoy attending weekly assemblies and summer shows. They respond well to requests for help with educational visits, swimming, drama productions and other activities. The parent teacher association is an effective fundraiser, which helps the school to improve its accommodation and resources. A working party of parents has produced a large number of story sacks for the younger pupils and is currently extending this to include non-fiction topics. The school values parents' help and support.
34. The school makes very good use of the local community and opportunities within the wider region to support pupils' learning and extend their horizons. There are links with the police and local businesses. Pupils carry out studies in Berwick and visit museums further afield in Newcastle and York. Pupils participate in local events such as a 'toddlethon' and Armistice Day. School services are arranged in the church to which members of the parish are invited, and the school shows are held in the local theatre. Year 4 pupils attend a 'leavers' service in Newcastle Cathedral. Pupils support the community through fundraising for charity and recycling projects.
35. Pupils enjoy an active sports programme in conjunction with other local first schools, and there are very good links with a special school to provide theatre, music and dance workshops.
36. There are good links with the middle school which ensure a smooth transfer for pupils from Year 4 to Year 5. They visit the school and meet their new teacher. In addition, the staff in this resource base also manage the base in the middle school giving very good continuity of support. Pupils also meet with previous pupils which gives them both support and confidence as they see how well they are doing.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very good leadership. Management is very effective. The governance of the school is good.

Main strengths and weaknesses

- The leadership and management of the headteacher are very good, inspiring teachers, support staff and pupils to attain high standards in all aspects of school life.
- The headteacher is an excellent role model for staff and pupils both in his own teaching and in his relationships with staff, pupils and parents.
- The headteacher and his deputy work as a cohesive team, driving the curriculum forward and, by example, encouraging teachers to be creative in their teaching.
- The commitment to inclusion is excellent.
- The governing body is involved in whole-school improvement and acts effectively as a critical friend.
- The significant teaching commitment of the headteacher results in fewer opportunities to monitor and evaluate provision.

Commentary

37. The headteacher and his deputy work as a very effective team. They share totally the responsibility for management and say their roles are interchangeable. Both work as catalysts, bringing forward new ideas, and sharing the decision-making process. The headteacher leads the school with drive and enthusiasm, and a clear sense of direction, providing very good leadership. Whilst rigorously driving up standards in all subjects, he has been instrumental in ensuring that teachers see the wider opportunities of teaching and learning so that lessons are vibrant and fun. As a result, teachers find ways of enriching the curriculum through exciting visits, visitors and happenings, and plan relevant practical and creative work. He is building a climate whereby what the school has achieved is celebrated, building confidence levels in staff and opening up the school and its work to parents and carers, for example through assemblies, concerts and workshops, and by ascertaining parental views. As a result, confidence levels are high, enabling staff to work as a very strong cohesive team and pupils to flourish.
38. The governing body fulfils its statutory duties. Governors play a full part in the decision-making process and have input in to the school's strategic planning. Governors take part in training both as individuals and in school-based initiatives, enabling them to be clear about their responsibilities and aware of the school's strengths and weaknesses. Governors are able to support the school because they are fully briefed by the headteacher and understand current issues, for example school reorganisation. Most governors visit the school, enabling them to see at first hand the school in operation and to evaluate the quality of provision. They keep a watching brief on pupils' standards and achievements.
39. Leadership and management of the curriculum by other key staff are good overall. Co-ordinators in the core subjects of English, mathematics and science monitor and evaluate provision in their subjects, analysing test results and taking effective action. However, there are few opportunities for the headteacher or key staff to formally monitor the quality of teaching and learning in classrooms, and limited opportunities for co-ordinators to develop their roles in other subjects. This is because budget

constraints result in the headteacher having a substantial teaching commitment, leaving less time for him to release co-ordinators for monitoring and evaluation purposes.

40. Fundamental to the school's ethos is inclusion. The school is a community where each pupil is valued and given every opportunity to fulfil their potential. There is mutual respect in all aspects of school life so that relationships at all levels are excellent. The caring atmosphere in this small school promotes a very supportive structure in which pupils feel valued, contributing significantly to their high levels of confidence.
41. The co-ordinator for special educational needs ensures that procedures and administration for special educational needs are very good. All progress reviews are up to date and the small learning steps are known to class teachers as well as support staff. Clear identification procedures and excellent support ensure that pupils with special educational needs achieve very well. The co-ordinator has close liaison with a variety of outside agencies who also support the development of these pupils.
42. The resource base for pupils with a hearing impairment is very well led and managed by a very experienced and committed teacher who has been involved in ensuring that all staff have had access to deaf awareness training, giving them a good insight into the problems facing pupils with a hearing impairment. This also gives teachers more confidence, resulting in a more positive classroom atmosphere. She is always available for advice and support and is currently training an additional special support assistant. Monitoring the performance of the special support assistants is ongoing and this ensures that the support sustains its current high quality.
43. The school's self-evaluation and its use are very good and have improved since the last inspection. Development planning now covers a three-year period. It involves a continuous process of review and planning by key staff, enabling the school to take stock of its achievements and what needs to be done. Plans are constructed in consultation with staff and governors and take into account the views of the school council. Priorities are pertinent, clear and achievable. They are appropriately costed, with relevant training needs identified. Staff performance management is managed very effectively, with each teacher having targets linked to whole-school priorities. For example, a key issue in the last inspection report was to develop the nursery accommodation. This has been totally addressed through Foundation Stage staff's performance management targets linked to budget funding. The continuing development of staff is very well managed. Training is wide ranging, including good opportunities for all staff and governors. Because most of the teaching assistants have undertaken training they are involved in all aspects of school life and are invaluable, highly trained members of the school team.
44. There are very good links with two local colleges, enabling the development of students in training. Five teachers have been trained as student mentors, indicating the importance the school places on this aspect. There are very good arrangements for the induction of new staff. The school is proactive to the changing needs of pupils and curriculum and regularly reviews its placing of teaching assistants to achieve the best possible impact on pupils' learning.
45. Financial management is very good. Expenditure is carefully thought out and is matched to the objectives of the development plan. The school seeks best value for

money. Whilst budget allocation results in the school running at below average costs, pupils achieve very well overall. The school provides excellent value for money.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 374955 |
| Total expenditure | 387577 |
| Expenditure per pupil | 2422 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 36999 |
| Balance carried forward to the next | 24377 |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision for children in the Foundation Stage is **good** and has been maintained since the last inspection. When children start nursery, their attainment is broadly average for their age. Because teaching is satisfactory overall in the nursery and consistently good or better in the reception class, children achieve well. Most attain the goals set nationally for children by the end of the reception year (early learning goals); this level of attainment is above average.
47. The Foundation Stage comprises a part-time morning nursery currently comprising 20 three and four year olds and an attached reception class of 28 children. There has been very good improvement in nursery accommodation since the last inspection. The accommodation now enables flexibility and scope and the very good outdoor play provision is used regularly to provide very good quality play for children.
48. Most aspects of the curriculum are well organised to ensure that children experience a broad range of activities. The curriculum is enriched by a good number of interesting visits, events and visitors. Useful systems of recording and checking children's progress are in place in the nursery; this is developed and used well in the reception class, so that the children have suitable, regularly updated targets. This enables teachers to evaluate children's learning, and in the reception class, to provide activities at exactly the right level.
49. Induction arrangements are very thorough so that most children new to the nursery settle quickly. There are good opportunities for parents to be involved in their children's learning at home and to meet with teachers on an informal and formal basis.
50. The headteacher and Foundation Stage staff have been very proactive in addressing the key issue of the last inspection referring to outdoor play. However, there is no Foundation Stage co-ordinator to systematically monitor and evaluate provision and initiate change. This has resulted in inconsistencies, in aspects of teaching in the nursery and inappropriate gymnastics lessons in both classes, being insufficiently addressed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** overall.

Main strengths and weaknesses

- Teaching is very good in the reception class and good in the nursery and helps children to make rapid progress.
- Very good attention to classroom routines gives structure to children's development.
- Well-planned, relevant activities interest children and encourage their independence.
- The progress of children occasionally suffers when staff are insufficiently organised.

Commentary

51. Children enter nursery with broadly average skills but a significant minority experience difficulty in taking turns and sharing. The consistently good teaching in the nursery and very good teaching of this area in the reception class ensure that children make swift progress and achieve very well. Almost all are on course to achieve, and many exceed, the expected standards by the end of the reception year. Inconsistencies in provision occur in the nursery when there is a lack of preparation or the activity is insufficiently planned, for example a lack of ground rules, such as a rule setting out the maximum number of children using the home corner and limited provision here for developing learning. In both classes relationships are very good, and staff form cohesive teams, which are steadfast in their care and nurture of children. As a result, children settle very quickly and show good levels of confidence. Children with special educational needs are identified early and staff are vigilant in meeting their needs.
52. Because the nursery nurse and teaching assistants are competent and proactive, children can be taught in smaller groups with fewer distractions, enabling most to focus and to concentrate for longer periods of time. Teachers rightly give prominence to teaching systems and routines, for example lining up quietly, or speaking one at a time, giving children structure and parameters for their behaviour. Hence, by the time they reach reception, children are receptive; they listen carefully to their teacher and others and are ready to learn within a more structured setting. In reception, very good opportunities are planned for children to work alone and in groups. Also, in both classes, resources are organised to be readily accessible, enabling children to make choices and develop very good levels of independence by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good** overall.

Main strengths and weaknesses

- Teachers and support staff take many opportunities to develop children's language.
- Children are taught to listen carefully to their teacher and others.
- In reception, there is well-planned provision for the teaching of reading.
- Good links between home and school enable parents to support children's learning.
- Children have limited opportunities to develop confidence as independent writers.

Commentary

53. Teaching is good and children achieve well overall. By the end of reception, most children will attain, and many exceed, standards for their age in speaking and listening skills. This is because teachers have developed a good climate for learning in which children learn to listen carefully. Teachers question effectively, giving time for, and respecting, the children's answers. They provide stimulating resources that enable children to learn new language as they handle and describe their findings; for example, reception children examined a range of hats, using words such as 'soft', 'smooth' and 'protection'. Lots of opportunities are provided for children to hear stories and songs, and rhymes are used well to practise language skills.

54. Provision for reading is good overall and by the end of reception a significant majority of children will achieve the expected standards. There are satisfactory opportunities for nursery children to begin early word recognition. For example, children register each morning and select their milk by finding name cards. Opportunities are sometimes missed, though, to reinforce learning through clearly labelled displays and resources. Teachers regularly share books with children, teaching the right things, such as predicting story meaning from the title or looking for picture clues. Hence, those children who now have reading books use these skills when reading. Children are encouraged to take story books home and there is good communication between home and school about the books read. High attaining reception children regularly take home reading books and flashcards, benefiting greatly from the extra help they receive.
55. There are satisfactory opportunities in nursery to develop children's early writing skills when supported by an adult. However, writing opportunities are organised as class activities and not sufficiently tailored to the needs of individual children, limiting the progress made at these times. In reception, children write for a range of purposes over time, for example party invitations or Christmas labels. Their early writing is very structured, using a system of key words, restricting opportunities for children to develop individuality in their writing. There is no agreed whole-Foundation Stage approach to the teaching of letter sounds. This reduces the scope, continuity and progress of children's learning in this aspect. On entry to reception, children are systematically taught the sounds that letters make but have more catching up to do, limiting early writing opportunities. In both classes there are satisfactory opportunities for children to develop confidence and independence as writers in role-play situations, for example in the reception class garage.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- Carefully planned, relevant activities capture and maintain children's interests.
- Teaching assistants are used effectively to support small group activities.
- Activities are sometimes insufficiently adapted to meet children's differing needs.

Commentary

56. Children enter nursery with good skills in counting. Many can count to five. As a result of the good teaching they make good progress and achieve well so that by the end of reception most will attain, and a significant minority exceed, the early learning goal. Teachers plan interesting relevant activities that intrigue and motivate children. For example, reception children counted out peas, potatoes and turkey for a pretend Christmas dinner and moved a programmable robot along a path of Christmas symbols. All staff provide good opportunities for children to count and recognise numbers in a variety of situations, effectively reinforcing earlier learning. Children enjoy singing a range of number rhymes to develop understanding of 'one more' and 'one less'. In reception, good use is made of whole-class teaching to revise and develop number concepts. The teaching assistant effectively supports small groups of children by providing a focused learning time, enabling them to learn at a faster rate.

Number activities are not entirely appropriate because they do not fully meet individual needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children's skills in ICT are well above those expected at this age.
- A good range of visitors, visits and events enriches provision.
- Children undertake a wide range of interesting activities.

Commentary

57. Teaching and learning are good, ensuring that children make good progress and achieve well. Standard are above the levels normally expected for their age when children join Year 1. Because reception children have regular opportunities to visit the computer suite, they show high degrees of confidence when using computers. Teaching and learning are very good because the teacher is a skilled practitioner and has high expectations of children's behaviour and concentration at this time. Children independently access an art-based program and use well-developed mouse skills to drag and place shapes on the screen. They use facilities such as spray and fill, and many know how to rectify a mistake and independently print their work. Staff plan exciting activities that broaden children's learning, such as visits to the local railway and fire stations, and interesting visitors, such as a vet or librarian. The outdoor area is used well to enhance provision, for example by making a stable for Rudolph, or searching for insects in the woodpile. Learning is reinforced because teachers provide stimulating resources and first-hand experiences, such as baking or using the digital camera. Children frequently learn about the Christian faith and the life of Jesus, and also have opportunities to learn about interesting festivals, for example Diwali.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** overall.

Main strengths and weaknesses

- Very good outdoor play facilities enhance provision.
- Children's manipulative skills develop well through a good range of activities.
- The use of large gymnastic apparatus in the hall is inappropriate for most children.

Commentary

58. The quality of teaching and learning is good overall and children achieve well. Most are on course to attain the early learning goal in this aspect. Within the classrooms teachers provide good opportunities for children to develop their manipulative skills, For example, the good level of resourcing in the nursery 'office' enables children to develop skills of cutting, joining and fixing. Staff provide frequent worthwhile opportunities for the children to develop pencil and brush control, and to use an increasing range of utensils, such as rollers. Very good outdoor provision enables children to confidently steer a range of wheeled vehicles, to climb and to use a good

variety of small apparatus, such as balls and hoops. It is well planned to give a variety of experiences and is used frequently. Both classes undertake large apparatus lessons in the school hall. This results in children using inappropriate apparatus for their age and stage of development. They sometimes wait to use pieces of apparatus, reducing the pace of the lesson, and there are difficulties in supervising children carefully at all times.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy the range of activities provided for them and achieve well.
- Tasks are linked to the overall topic that brings children's learning of different skills together well.
- Activities are sometimes over-directed.

Commentary

59. Most children will attain, and a small minority exceed, the early learning goals. Teaching is good overall and children achieve well. The way in which teachers relate tasks to the overall topic is very meaningful to children. For example, as part of the current Christmas theme, children painted snowmen, coloured Christmas pictures, decorated party hats and threaded shiny materials. In this way teachers incorporate a good range of skills. When given opportunities, children make independent choices in their learning. There are instances when children's unique responses to painting and making are limited. Staff sometimes restrict choices and impose their ideas, rather than encouraging children to have a go. This sometimes results in 'sameness' about the artwork produced. Children enjoy singing a range of songs with appropriate tunefulness. There are good opportunities to use puppets for simple drama, and satisfactory opportunities for role-play activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the quality of the teaching is very good.
- The excellent relationships in the classrooms encourage pupils to have very positive attitudes to learning.
- Teachers are extremely thorough in monitoring pupils' progress.
- The support of teaching assistants for less able pupils is very effective.
- Pupils are inspired by the rich opportunities within the curriculum.

Commentary

60. The school has succeeded in maintaining the high standards since the last inspection. Standards are well above average in all areas of the subject and all pupils, including those with special educational needs, achieve very well by the time they leave the school. In Year 2, standards are above average rather than well above average because there are fewer higher attaining pupils this year. The teaching of basic skills is very good. Pupils have very good listening skills because teachers make lessons interesting and so pupils concentrate hard. Teachers actively promote fruitful discussions in each lesson, and so pupils speak with confidence and clarity about a range of subjects. Pupils love to read and read widely, because of skilful guidance by teachers and teaching assistants, the quality of the library and the very good support by parents at home. Pupils write well in a variety of styles. Their writing is well organised, with good spelling and developing awareness of punctuation. Higher attaining pupils write at length, developing their writing into paragraphs.
61. The climate for learning in each lesson is excellent. Pupils know that teachers expect the best and value everyone's efforts and so they are responsive. They behave very well and relax in the knowledge that their contributions are always welcome and appreciated. In a Year 2 lesson, pupils were eager to share their findings after evaluating instructions for making a Christmas decoration, especially when they found how the writing could be improved. Pupils work particularly well together. They co-operate purposefully and productively. In an excellent Year 3 poetry lesson, the teacher read a variety of poetry. Groups of pupils created their own poems and then performed the movements portrayed in their words in a variety of ways. This gave all pupils opportunities to perform for an audience and contributed very well to their language skills, as well as to their personal development.
62. The systems for assessment are extremely thorough. Teachers keep a close watch on pupils' progress over time through regular testing and precise target setting. As a result, teachers are in no doubt which pupils need extra help with their work and who can be guided to achieve more. Particularly useful in raising achievement has been the whole-school focus on writing and the moderation of pupils' independent writing. Teachers are very consistent about marking pupils' work and giving advice about how to improve. Pupils self-assess their work, so that they know what they have to focus on and precise targets are negotiated with the teacher.

63. Teachers plan skilfully. Their rigorous planning always involves teaching assistants so that the role of all adults present is very well focused. Whether in the classroom or in withdrawn groups, teaching assistants do a very good job in motivating less able pupils, especially those with special educational needs and the hearing impaired. Teaching assistants are knowledgeable, have very good techniques of teaching and are very sensitive to the needs of individual pupils. Consequently, these pupils achieve very well.
64. Teachers provide pupils with stimulating experiences to develop their language. Pupils produced, for example, a variety of writing about their trips to the local supermarket or, by train, to the Viking museum in York.

Language and literacy across the curriculum

65. Teachers develop language and literacy very well across the curriculum. Within English lessons, pupils develop factual writing when describing life in a Mexican village or the use of masks in Ancient Greek drama. In subjects like geography, pupils write detailed accounts and develop reading skills further when researching in reference books about life in India, for example. Speaking and listening are strengthened in philosophy lessons and every opportunity is taken to enliven lessons with stimulating questioning and discussion work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve high standards.
- The very positive relationships give pupils confidence and they contribute well in lessons.
- The behaviour and attitudes of pupils are excellent and this means time is used effectively.
- There is very good quality of teaching and learning. Lessons are well planned and incorporate a good variety of activities.
- Very clear learning targets ensure every pupil achieves as well as they can in relation to their capabilities.
- Good opportunities are provided for pupils to use their mathematical skills across other areas of the curriculum.

Commentary

66. Since the previous inspection, standards in mathematics have been maintained. Discussions with pupils and work seen during the inspection indicate that standards are above average in Year 2 and well above average in Year 4. The high targets set for the coming year are likely to be achieved due to the high levels of staff commitment and the very good arrangements for accelerating the progress of specific groups of pupils in Year 2. In Years 1 and 2, all pupils, including those with special educational needs, achieve well, and in Years 3 and 4 pupils achieve very well. There

is no significant difference throughout the school between the standards reached by boys and girls.

67. Throughout the school, pupils develop a very good knowledge of number because numeracy processes are taught very well. The mental and oral session at the beginning of the lesson provides a really good focus for counting and using number multiples, and teachers skilfully use this session to get the lesson off to a very good start. Teachers use a good balance of strategies to engage pupils. They successfully use small whiteboards and create opportunities for pupils to share their ideas with a partner before responding to questions. Sometimes they play games which require quick thinking and develop pupils' quick recall of number facts. Most teachers are very good at knowing how much time to spend on this part of the lesson and this results in all pupils making good progress.
68. The quality of teaching and learning is very good. Lessons are well planned and, in the majority of lessons, teachers set challenging work for each group of pupils in the class. For example, in an excellent lesson seen in Year 4, pupils were asked to explore number patterns. The more able pupils rose to the challenge of finding the roots of numbers. This helped to extend their knowledge, whilst the other groups were still able to consolidate their own understanding of multiples due to the teacher's excellent planning of work at different levels to meet all pupils' needs.
69. Teachers use good open-ended questions to test the pupils' previous knowledge and to consolidate their learning. They are careful to explain things carefully and slowly so that hearing impaired pupils are fully included. Opportunities are given for the pupils to explain their answers and show their understanding. Teachers know their pupils very well and have excellent relationships with them. They give lots of encouragement and use humour to good effect. This motivates the pupils; they are willing learners and keen to have a go. They described their deep enjoyment for mathematics to the inspection team and work hard in their lessons. The varied activities planned ensure that no time is wasted and pupils settle down quickly to their work once the tasks have been explained. Teaching assistants provide very good support for various groups of pupils. This is particularly so for those with hearing impairment but also for others with special educational needs. This makes a positive contribution to their learning and ensures they are fully included. Overall, all pupils achieve very well in relation to their capabilities.
70. Leadership and management of mathematics are good. The co-ordinator has worked very hard to maintain high standards. Planning is monitored but there has been little time to formally assess the quality of teaching. Results of tests and other assessments are rigorously analysed to identify the pupils' individual needs and to identify priorities for the further professional development of staff. Individual targets and good marking and feedback are very effective in helping all pupils, including those with special educational needs, to improve their work. Pupils respond positively to the very high expectations in the school. This is reflected in their evaluation of their work and achievements in their books, and through discussions with them. Pupils can confidently explain what they have learned and have a clear understanding of their achievement over time. Parents are involved well by supporting pupils with their homework. An example of how to complete the task is always provided to guide parents in their support.

Mathematics across the curriculum

71. All aspects of the mathematics curriculum are taught and very good opportunities are given for pupils to extend and apply their mathematical knowledge and skills in other areas of the curriculum. For example, in their work on healthy eating, pupils in Year 2 use their knowledge and understanding of money and weight when they go shopping for healthy foods. They compare prices and weights to find the best value items. In science they produce block graphs and Carroll diagrams and in art they apply their knowledge of symmetry to produce patterns.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards in science are above those expected of pupils by the end of Year 2 and well above expectations by the end of Year 4.
- Teaching is consistently good in Years 1 and 2 and is outstanding in Years 3 and 4.
- The leadership and management of the subject are very good.
- The development of pupils' investigative skills through practical investigations is very good.

Commentary

72. The achievement of most pupils is good by the end of Year 2 and is very good by the end of Year 4. The high standards reported at the last inspection have been maintained. In 2004, 37 per cent of Year 2 pupils attained the higher levels in national tests, showing good improvement on the 2003 results. Standards achieved are above those expected nationally and above those of similar schools.
73. Pupils achieve well in science and the teaching is consistently good or better. A key reason for this good achievement is the school's approach to developing pupils' understanding of scientific enquiry. Most lessons involve interesting, practical investigations that engage pupils, enabling them to think for themselves and to develop a good understanding of a fair test. Scrutiny of pupils' work in books indicates a rigorous approach to science teaching so that pupils cover an impressive amount of work in lessons and over time. Teachers plan work in depth giving pupils breadth in their learning and opportunities to apply skills taught in other subjects. For example, in the topic 'All About Me', activities undertaken by Year 2 pupils included designing healthy lunchboxes, writing instructions for cleaning teeth, examining X-rays, measuring limbs and completing exercise diaries. Teachers organise their lessons well enabling a good mix of investigation and recording, whilst ensuring that work matches the differing abilities in the class. Because teachers manage pupils very well, pupils have excellent attitudes to learning, enabling a high focus on involvement with no time wasted.
74. Teaching in Years 3 and 4 is outstanding. Teachers plan challenging activities that grab pupils' attention. For example, in an inspirational Year 3 lesson on forces, pupils were challenged to devise a way of dropping an egg without it breaking. Organised in groups, they worked very effectively as teams, delegating responsibilities and

discussing options. Because all materials were to hand, they worked with diligence and speed. Pupils evaluated their findings, saying improvements they would make. The teachers have very good subject knowledge and use science specific words. This gives pupils a language for describing their hypotheses and findings. Pupils are encouraged to verbalise their hypotheses, effectively developing speaking skills. In a very good Year 4 lesson, clear, carefully structured teaching, together with very good resources, enabled pupils to attack work on electrical circuits with vigour. By posing challenging questions, the teacher skilfully drew out pupils' knowledge and understanding, adeptly building on this as the lesson progressed. There was very good discussion on a fair test and the reasons for systematically changing one key variable at a time. Pupils responded with mature attitudes to learning, recording outcomes in a variety of ways. Pupils are not always challenged, however, to spell key scientific words correctly.

75. The subject is very well led. Careful monitoring of pupils' test results has enabled the co-ordinator to identify strengths and key aspects for development. This has led to the introduction of a new subject plan, giving consistency and progression to pupils' learning and to the strong teaching of investigative skills. Whilst all teachers assess pupils' work, the school has yet to develop a consistent whole-school approach to this aspect, thus enabling assessments to be used to their full potential as a management tool. Exciting visitors, visits and events enrich the subject, for example the Class 5 annual science fair attended by all the school, or opportunities to handle live animals when the 'Zoo Lab' visits. Throughout the school, pupils' standards of presentation of work are good. There are good opportunities for pupils to apply their ICT, literacy and numeracy skills in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in ICT because of the very good quality teaching.
- Standards at the end of Years 2 and 4 are well above those normally expected.
- Resources are very well used.
- ICT is used very effectively to support other subjects.
- Effective leadership and management have a positive effect on maintaining high standards.

Commentary

76. There has been good improvement since the previous inspection, resources have been improved and this, linked with the good rise in the quality of teaching, has had a positive effect on maintaining high standards.
77. Pupils achieve very well because they receive very good skill teaching in the computer suite, which they are then allowed to put into practice in a variety of interesting situations. Teachers have very high expectations of behaviour and pupils respond very well to this. Teachers have very secure subject knowledge and their demonstrations are impressive. Teachers expect pupils to work independently and only give additional support when absolutely necessary. They make very good use of assessments of what

pupils are doing to plan the future work. Where necessary, pupils are grouped in such a way that they can support each other. This they do very well because of the excellent relationships.

78. The resources in the computer suite and in the classrooms are used very effectively to develop learning. The interactive whiteboard is used very effectively for teachers' and pupils' demonstrations. As a result of the very good teaching and learning, by the end of Year 2 pupils show a high level of understanding of how to log on a computer and use the selected program confidently. They clearly explain how and why they choose to edit and change font size and style. They know how to give instructions to a programmable floor robot. There is no difference between the achievement of boys and girls. Those with special educational needs, including those with hearing impairment, achieve at the same rate as other pupils because of the high quality support and guidance. By the end of Year 4, pupils attain at much higher than expected levels. They show very good understanding of the use of ICT, both in and outside school. They produce very high quality *PowerPoint* presentations, using a wide range of text, pictorial and sound techniques. A very positive feature is the way pupils develop their research skills and decide which information is appropriate for their work. They then amend it and present it in a suitable way for their audience. Pupils maturely evaluate their own and others' work and suggest how it can be improved.
79. The co-ordinator provides good leadership and manages the subject well. There is a clear determination to maintain the high standards in the subject. The monitoring of teaching and learning in the subject has been limited due to lack of time and funding. However, this has had no impact on the quality of provision.

Information and communication technology across the curriculum

80. There is good use of ICT to support other subjects. It is particularly strong in English, mathematics, science and music. Pupils use word-processing programs to write for a variety of purposes. They use different fonts to highlight headlines and introductory sentences. There is good use of mathematical programs to develop an understanding of the four rules of number and they have a good understanding of how to use databases. Pupils record information on graphs and charts. They develop their artistic skills by designing Christmas stamps. There are opportunities to compose in music using ICT and, in history, geography and citizenship work, pupils access the Internet and CD-ROMs to find out information on their topics.

HUMANITIES

81. There was not enough evidence to judge provision in geography or history, and religious education is inspected separately.
82. From analysing pupils' books and the attractive displays around the school, it is obvious that pupils have an exciting **geography** curriculum and the organisation of blocks of time gives good continuity of learning and sound development of geographical skills.
83. Year 2 pupils send Barnaby Bear around the world and his arrival in Mexico brings forth a wealth of learning about family life in Tocuaro which includes a tasting and

cooking lesson, as well as comparisons of landscapes and lifestyles. Older pupils have undertaken an in-depth study of India. As well as researching lifestyles, climate and foodstuffs, pupils studied clothing and the tear-drop Paisley design, and experienced a range of Indian spices such as cumin, ground ginger and whole cloves. Such high quality experiences make the subject come alive for the pupils and contribute very strongly to their personal development.

84. In **history**, when pupils leave the school at the end of Year 4, standards are likely to be well above average because of very good teaching and excellent curriculum opportunities that are given to all pupils.
85. Younger pupils have studied 'Our School' and are able to research how the school has changed over time. The use of old photographs and artefacts makes this aspect of history real to the pupils. Grandparents who attended the old 'Parade School' discussed school life then and pupils compared it with their school life now. Attractive pen and ink drawings of the school buildings enrich the history curriculum for these pupils.
86. Older pupils have studied the rich culture of the Ancient Greeks, researching mythology, foods and classical architecture. History skills are developed and, by using creative teaching ideas, the role of the archaeologist is emphasised. This is further developed when pupils study the Vikings. Pupils consider the invasions which occurred locally and debate what was needed for a good settlement site. The history curriculum is further enriched by a visit to York, where Viking artefacts and archaeological digs are explored. These experiences are transferred into exciting history workshops back in the classroom, working in a Viking longhouse or excavating artefacts from trenches. Art, drama, music and literacy enhance pupils' learning in history and contribute very well to pupils' achievement and progress, as well as to their personal development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Owing to inspection priorities and school timetabling, too little evidence was collected to make overall judgements in these subjects. No lessons were seen. Pupils' portfolios of previous work and work currently on display were scrutinised.
88. In **art and design**, pupils in all year groups have good opportunities to work with a comprehensive range of art materials. By the end of Year 2, evidence suggests that standards are above expectations and that they are well above expectations by the end of Year 4. This indicates that pupils achieve very well. Pupils' artwork is informed by the frequent studies of famous artists, enabling them to learn some of the techniques used and to effectively incorporate these in their own work. This is successful, and many pupils produce work of a very high quality. It is evident that teachers build up skills, knowledge and understanding in a consistent way. For example, Year 2 pupils first mixed varying shades of grey, devised stick men, and examined the artist's work before painting industrial scenes in the style of L S Lowry. Pupils also paint in response to stimuli, as when interpreting the poem *The Quarrel*.
89. There is a very good variety of artwork undertaken, for example collage, printmaking and sculpture. ICT is used very effectively to produce artwork of a very high standard, for example capturing the dot techniques used by the artist Seurat, or the bold colours

and geometric lines of Mondrian. Pupils develop a deeper understanding through the study of art from other cultures, as when they construct Indian patterns or when reproducing African art. Artwork is used very effectively to support work in other subjects when, for example, painting miniature black and white skeleton pictures as part of a science project.

90. The art curriculum is enriched by the use of artists in residence, who help pupils to work on a larger scale, for example when painting the Union of Crowns' mural, or constructing stained glass windows with a visiting artist. The school takes every opportunity to develop the art curriculum by joining local and national initiatives, widening the curriculum through aspects such as designing an entry for the Scottish Quilts' Competition.
91. The quality of display is impressive, giving real value and esteem to pupils' artwork whilst also creating a vibrant working environment. It is obvious from the quality and finish of displayed work that teachers have high expectations of pupils' standards of presentation, and that pupils persevere for long periods of time to achieve this finish. An award is presented annually to celebrate artistic and creative talent, indicating the importance the school places on the creative arts.
92. In **design and technology**, pupils in all year groups design and make things using a good range of materials and techniques. Pupils currently in Year 3 covered an impressive amount of work whilst in Year 2. This work indicates that standards are above those expected nationally. In the current Year 2 class, all aspects of the design process are in place. Pupils are designing reindeer and incorporating simple circuits to light up the eyes and noses. They have devised and completed planning sheets outlining materials required and the order of work, and have produced detailed drawings of design intentions. Opportunities to work in groups make a good contribution to their personal and social development.
93. The subject plan is closely aligned to national guidance giving pupils consistency and progression in their learning as they move through the school. Teachers ensure good opportunities for pupils to apply skills taught in numeracy and literacy to the design process.
94. In **music**, various groups were heard singing and performing at various times. Singing was tuneful and expressive with pupils showing a good awareness of breathing, diction and dynamics and most obviously enjoy singing. This was seen to very good effect in a Year 3 and 4 lesson where pupils performed a *Viking Musical*. The songs were performed superbly. The infectious enthusiasm of the talented teacher is transferred to pupils who delight in performing. Lessons are enhanced by a choir and recorder group and there is instrumental teaching of flute, guitar and keyboard. Concerts and performances also contribute to pupils' overall musical experience. Some of these performances are held at a local theatre and are very well attended by the local community. The school ensures that pupils build on their knowledge, skills and understanding in a progressive way as they move through the music curriculum. Music of other cultures, for example from Asia and Africa, helps to enhance multi-cultural understanding. A positive picture of music has been maintained since the last inspection.

95. In **physical education**, teachers provide pupils with very good opportunities to practise and refine their skills. Pupils listen intently and respond with enthusiasm. Teachers encourage pupils to work co-operatively with partners and in groups, and to plan and execute their own ideas. Pupils enjoy this independence. Year 4 pupils, for example, show a variety of skills as they practise their netball and football skills. Pupils enjoy a wide range of sports which are further enhanced by a suitable after-school programme of games practice. The skills developed here feed back well into the school lessons. In addition, a Scottish Country Dancing Club is very well attended and the skills displayed here are very impressive. The staff are committed to equality and inclusion. All pupils in the juniors, regardless of any difficulties, take part in lessons. Pupils who have special educational needs are supported particularly well, and are enabled to achieve as well as their peers.
96. In all these subjects the leadership of co-ordinators is strong. They are enthusiastic about their area of responsibility, and some are very knowledgeable. They have a clear overview of whole-school strengths and areas for development but there is little systematic monitoring and evaluation.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

97. Too few lessons were seen to judge overall provision, but this is an excellent feature of the school. The school promotes healthy eating and a healthy and safe lifestyle. Pupils are aware of the dangers of tobacco, alcohol and substance abuse and recognise the importance of exercise in keeping fit. First Aid lessons give pupils the confidence to deal with a collapsed child and to contact emergency services.
98. Pupils are encouraged to become citizens of the school community, the local community and industrious members of their country and the world. They are very keen to take responsibility, whether it is as a representative of the school council, librarian or being linked as a named friend for a child in the Foundation Stage.
99. Pupils describe their school as a 'loving place' and this true warmth underpins all of the school's work. For example, mums, dads, grandparents and the local community were recently involved in supporting the Macmillan Cancer Relief Charity to raise funds in the 'World's Biggest Coffee Morning' at school. Pupils constantly think of others as they raise money for local charities, such as Berwick Maternity Hospital, but they also consider the needs of others further afield, for example through the Blue Peter Appeal and Shoe Box appeal. It is the involvement of a significant majority of pupils which makes this work so special.
100. The school is an eco-school and pupils are encouraged very well to look after the world and its resources. Pupils are encouraged to look at waste and consider if it can be used for other purposes. As a result, pupils recycle inkjet cartridges, paper, old cards and spectacles. The school elects pupil Eco councillors who impressively oversee the projects. Pupils enjoy involving the local community in their work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|---|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | 2 |
| Value for money provided by the school | 1 |
| Overall standards achieved | 2 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities (ethos) | 1 |
| Attendance | 2 |
| Attitudes | 1 |
| Behaviour, including the extent of exclusions | 1 |
| Pupils' spiritual, moral, social and cultural development | 1 |
| The quality of education provided by the school | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 2 |
| How well the curriculum meets pupils' needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 2 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 3 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 2 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).